



Leadership of the Madrasah Principal in Empowering Education Personnel

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ABSTRACT

The aim of this research is to determine the leadership of the madrasa head in empowering educational staff at Madrasah Aliyah Negeri 2 Malang City. The research method used is a qualitative research approach. The data collection procedure used in this research is: Participant Observation, in-depth interviews (in deep interviews), and Documentation. This research uses a case study design. The Head of MAN 2 Malang City really understands the strategic position he holds, namely as an educator, leader, organizer, innovator, manager and supervisor. These roles are then manifested in efforts to empower educational staff in MAN 2 Malang City, namely: a) madrasah/school principals provide opportunities for educational staff to improve their profession through upgrading, training, seminars and workshops, b) madrasah/school principals provide encouragement and opportunities for educational staff to continue their studies, c) madrasa/school principals pay attention to the planned need for educational staff clearly, d) madrasa/school principals provide motivation for educational staff to increase their work productivity, e) pay attention to the welfare of educational staff, f) implement cooperation with educational staff and companies or other institutions in implementing madrasa/school programs, g) fostering the discipline of educational staff.

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INTRODUCTION

The government's desire to implement reforms in national and state life in the field of education is even more visible with the issuance of Law Number 20 of 2003 concerning the National Education System (Sisdiknas). The substance of the new National Education System Law can be seen from its vision: the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able to proactively respond to the challenges of the times.

One effort to improve the quality of existing education is empowerment. This is because the madrasa head is the driving force for madrasa resources, especially teachers and madrasa employees. The role of the madrasa head in the process of achieving educational goals is so large that it can be said that the success or failure of madrasa activities is largely determined by the quality of the madrasa head himself. All resources must be utilized in such a way. Education staff need to be moved towards a positive, exciting and productive work atmosphere. However, educational staff is an input that has a very big influence on learning activities. Likewise, physical and administrative arrangements or management need to be fostered so that students have high discipline and enthusiasm for learning. This all requires the need to implement educational leadership by a madrasa head.

How important empowerment is in an organization is reflected in the expression (Soim et al., 2022) which describes organizing as a process of various steps which include: First, details of all the work that must be done to achieve organizational goals, Second, dividing the entire workload into detailed activities that can be carried out logically and pleasantly by a person or group. Third, unite the work of organizational members in a logical and efficient way. Fourth, control organizational effectiveness and make adjustments to maintain and improve effectiveness.

A competent madrasah principal must generally have knowledge, skills, performance attitudes and work ethics in accordance with his duties and responsibilities as a school/madrasah principal, which are described in professional competence, educational and management insight competence, personal competence and social competence. (Sagala, 2015). The main problems with education in Indonesia at the moment include: 1) The occurrence of disparities/diversities in the quality of education, especially those related to: the availability of educators and educational staff which is inadequate in terms of quantity, quality and welfare, learning infrastructure which does not meet needs, if available at all. not yet utilized optimally, educational funding is inadequate to support the quality of learning, the learning process is not yet effective and efficient. 2) Unequal distribution of schools/madrasahs, characterized by unequal educational participation between community groups, such as the existence of gaps between rich and poor, urban and rural, male and female, and between regions.

The two problems mentioned above become worse if they are not supported by the main components of education such as curriculum, quality educational human resources, facilities and infrastructure, and financing. National education is undergoing various quite fundamental changes, which are expected to be able to solve various educational problems, both conventional problems and problems that arise along with the presence of new ideas (innovative problems). In addition, it is hoped that these changes will create a climate that is conducive to improving the quality of education and empowering educational staff. Change and development remain the main priority in empowering education personnel, including in stimulating the role of teachers and staff to implement and develop career development systems (Ardian et al., 2023; Basriani et al., 2021; Febrianty et al., 2023; Firdani & Al, 2023; Iskanto, 2022, 2023; Iskanto et al., 2021; Lakapu et al., 2023; Qasim et al., 2022).

In the world of education, empowerment is a very practical and productive way to get the best results from madrasa heads, teachers and staff and the process taken to get the best and productive results is by dividing professional responsibilities among teachers and other staff. . One important principle in this empowerment is involving teachers and other employees in the process of decision making and responsibility. Through this empowerment process, it is hoped that educational staff will have self-confidence. (Mulyasa, 2009). In order to carry out their role and function as a leader, the madrasa head must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for educational staff to improve their profession and encourage the involvement of all educational staff in various activities that support school programs. (Africano & Al, 2023; Azizah et al., 2020; Erwin & Nasfi, 2022; Huda et al., 2023).

Researchers chose MAN 2 Malang City as an advanced educational institution, apart from that, if you look at it in terms of quality, it is a superior educational institution in the city of Malang. Empowerment activities are considered the most appropriate choice to prepare educational staff in an effort to answer the challenges of the times. Because empowerment can make madrasah personnel become stronger in the profession they hold. As a madrasa head, there are many strategic steps you can take to empower educational staff. In carrying out their duties and work, educational staff (teachers and employees) in madrasahs will really need encouragement and motivation from their leaders, because this is very important capital so that almost every action and policy carried out by a leader has an impact. positive and negative for the subordinates he leads.

RESEARCH METHODS

This research, when viewed from the location of the data source, is included in the field research category. Field research is to find where the events that are the object of research took place, so as to obtain direct and up-to-date information about the problem in question, as well as cross-checking existing materials. (Fitri & Haryanti, 2020). Judging from the nature of the data, it is included in qualitative research, namely research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, actions, etc.

holistically, and by means of descriptions in the form of words. and language, in a special natural context and by utilizing various natural methods(Moleong, 2013).

Case studies also attempt to describe a particular setting, object or event in depth(Bogdan & Biklen, 1998). This opinion is supported by(Yin, 2002)which states that case studies are the strategy chosen to answer how and why questions, if the focus of the research seeks to examine contemporary (present) phenomena in real life. In this research, we also use cases (case studies), strategic management of education in increasing competitiveness. Case study method (case studies). This case study is the researcher's choice to obtain accurate data regarding leadership of the madrasa head in empowering educational staff at Madrasah Aliyah Negeri 2 Malang City. By using this case study design, it is hoped that information and data will be obtained from various experiences regarding the discussion topics contained in the research focus. From this site, red threads can then be drawn regarding leadership of the madrasa head in empowering educational staff.

The data collection procedure used in this research is: Participant Observation. In this case the researcher tries to carry out systematic observations and recording of the symptoms that appear in MAN 2 Malang City. In-depth interviews for this research are used as a guide in conducting research. In this case the researcher uses in-depth interview techniques, namely by exploring in-depth information regarding strategic management in increasing competitiveness. Documentation The documents in question can be photographs, madrasah documents, interview transcripts, and documents about the history of the madrasah and its development. All of this documentation will be collected for analysis for completeness of the research data. In this case the researcher took photos related to leadership of the madrasa head in empowering educational staff.

According to(Bogdan & Biklen, 1998)Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, field notes and other materials, so that it can easily be shared with other people. This research uses a case study design, so analyzing the data is carried out in three stages, namely: (1) data condensation, (2) data presentation, and (3) verification and drawing conclusions(Robert K. Yin, 1987).

RESEARCH RESULTS AND DISCUSSION

The madrasa head's leadership approach in empowering educational staff in MAN 2 Malang City

The leadership approach of the head of MAN 2 Malang City in empowering educational staff includes a personal and agency approach, this can be seen from several leadership characteristics, namely:

First, The head of the madrasah in his leadership takes a personal and agency approach and always prioritizes cooperation with his subordinates to achieve common goals. He always fosters a sense of family and unity, and always tries to build enthusiasm and encourage his subordinates to carry out their tasks and to continue developing their academic potential.

Situational approach leadership styles tend to differ from one situation to another(Lestari, 2016). There are leaders who tend to direct (directive), always giving instructions to their subordinates, and there are also leaders who tend to provide support (supportive). And in other situations it may be a combination of direction and support tendencies(Ruslan, 2017).

Directing behavior can be formulated as the extent to which a leader engages in one-way communication(Rerawati, 2016). This form of direction in one-way communication includes determining the role that followers should play, telling followers what to do, how to do it, and exercising strict supervision over followers.(Yukl, 2015). Supportive behavior is the extent to which a leader engages in two-way communication, for example listening, providing support and encouragement, facilitating interactions and involving followers in decision making.(Aliyah & Ariyanto, 2021).

Second, Head of MAN 2 Malang City, when carrying out his leadership, always looks at the condition and abilities of his subordinates. Situational leadership is an approach to leadership which states that all leadership depends on circumstances or situations. In applying a situational approach, the head of the madrasah must be based on an analysis of the situation faced at a certain time and identify

the condition of the members or subordinates he leads.(Astutik et al., 2021). The condition of the subordinates is an important factor in the situational approach, because the subordinates, apart from being individuals, are also a group which in fact can determine the personal strength of the leader.

A situational approach is important for every leader to carry out a good diagnosis of the situation. The definition of situation here includes time, job demands, subordinate abilities, expectations, organizational goals and subordinate goals, and different motives.(Arifin, 2016). In line with this opinion, the leadership of the head of MAN 2 Malang City in empowering educational staff uses a situational approach, this is proven by the head of the madrasah always guiding, coaching and helping his subordinates in their self-development. And in taking a policy based on the existing situation. By looking at the differences in characteristics of members of educational institutions, institutional environments, and organizational goals.

Madrasa head leadership strategy in empowering educational staff in MAN 2 Malang City

School management strategies as an effort to empower education staff in MAN 2 Malang City have many strategies that can be carried out by an educational leader to empower education staff.

Teacher is one of the factors that determines the success of the teaching program and the goals of the madrasah, so that teachers are required to have professional abilities in carrying out their duties. Therefore, developing the resources/potential that exist in teachers must always be carried out.

The Head of MAN 2 Malang City really understands the strategic position he holds, namely as an educator, leader, organizer, innovator, manager and supervisor. These roles are then manifested in efforts to empower educational staff at MAN 2 Malang City, namely: a) the madrasa head provides opportunities for educational staff to improve their profession through upgrading, training, seminars and workshops, b) the madrasa head provides encouragement and opportunities to the staff education staff to continue their studies, c) the head of the madrasa pays attention to the planned need for education personnel clearly, d) the head of the madrasa provides motivation for the education staff to increase their work productivity, e) pays attention to the welfare of the education staff, f) carries out collaboration with education staff and companies or other institutions in implementing the madrasa program, g) fostering the discipline of educational staff.

The head of the madrasah is one of the educational components that plays a role in achieving the vision and mission of the madrasah(Nurman et al., 2018). The madrasa head is responsible for the successful implementation of educational activities by empowering his subordinates. In addition, the madrasa head is responsible for the quality of human resources, especially teachers, towards the expected professionalism, so that they are able to carry out their educational tasks well. In this case, the head of the madrasa is tasked with carrying out leadership functions, both functions related to achieving educational goals and achieving a conducive madrasa climate.

The madrasa head is the top leader in the madrasa, the madrasa head must have the right strategy in empowering educational staff. An organization or educational institution always wants its personnel to carry out their duties optimally and contribute all their abilities for the benefit of the organization or educational institution, and work better from day to day.(Anam, 2018). Apart from that, employees and other subordinates also need improvement and improvement in themselves, including in their duties. In this regard, the function of coaching and developing employees is a personnel management function that absolutely needs to be carried out to improve, maintain and increase employee performance. This empowerment can be done in various ways. This coaching and development activity not only concerns aspects of ability, but also concerns employee careers.

Apart from that, in order to empower educational staff, an objective and accurate employee assessment system is needed. This assessment of educational staff focuses on individual achievements and their participation in madrasa activities. For employees, assessments are useful as feedback on various things, such as abilities, accuracy, shortcomings and potential which in turn are useful for determining goals, paths, plans and career development.(Benu, 2019).

There are many ways that can be done to empower educational staff. But it all comes back to the human factor that carries it out. Therefore, people who are in an educational environment must have the will to always develop. In order to implement the empowerment of educational staff, madrasah heads must have the right strategy in empowering educational staff through cooperation or cooperation,

providing opportunities for educational staff to improve their profession and encouraging the involvement of all educational staff.(Astuti & Saril, 2020).

Empowering educational staff through cooperation or cooperation is intended to increase the professionalism of educational staff in madrasas. Madrasah heads must prioritize collaboration with educational staff and other related parties in carrying out each activity.

Providing opportunities for education staff to improve their profession. In this case, the madrasa head must act democratically and provide opportunities for all educational staff to develop themselves optimally. For example, by giving subordinates the opportunity to take part in educational activities such as upgrading, workshops, seminars that are tailored to their field.

As per(Soebiantoro & Haryanti, 2022)which states that: The characteristics of a democratic leader in decision making are reflected in his actions in involving subordinates in the entire decision making process. Maintaining this democratic type of relationship places a strong emphasis on harmonious relationships, in the sense of maintaining a balance between formal and informal relationships.

A democratic leader tends to treat his subordinates as colleagues, also maintaining a balance between task completion orientation and relational relationship orientation. Encouraging the involvement of all educational staff means that the head of the madrasah must try to encourage the involvement of all educational staff in every activity at the madrasah. This is important to do to foster a sense of ownership among educational staff towards the madrasa where they carry out their duties.

Meanwhile, according to Castetter as quoted(Mulyasa, 2013), the application of strategies in developing educational personnel can be identified into general strategies and specific strategies. The general strategy includes the development of educational personnel related to, 1) The development of educational personnel must be carried out based on a clear needs plan, 2) In the world of education it is necessary to continuously develop attitudes of professional abilities, 3) Collaboration with the world of education and companies needs to always be developed, especially in utilizing company for practical laboratories and study objects.

StrategySpecifically, it is a strategy that is directly related to the development and improvement of more active management of educational staff. This strategy is related to welfare, pre-service education of prospective education staff, recruitment and placement, development of education staff(Pearce & Robinson, 2011).

Increasing the professionalism of educational staff and developing the potential of educational staff in madrasahs, madrasah heads must strive to instill discipline in educational staff(Marissa, 2017). Through this discipline, it is hoped that goals can be achieved effectively and efficiently, and can increase madrasah productivity.

Setting a conducive physical environment and setting a good working atmosphere will foster the motivation of education staff in carrying out their duties. Therefore, the head of the madrasah must be able to increase the motivation of the education staff so that they can carry out their duties optimally and must be able to create a harmonious working relationship with the education staff, as well as creating a pleasant environment.(Kholiq Abdul, 2020).

The development of educational staff can be carried out by paying attention to their welfare. This relates to the compensation provided by madrasas to educational staff. Compensation is a reward for services provided which can be valued in money and tends to be given on a regular basis. The issue of compensation is one form of reward that must be met. Because workers' compensation is no longer seen as a means of satisfying their material needs, but is linked to human dignity. Material and spiritual well-being are the main factors that influence the level of work morale. By fulfilling material and spiritual well-being, a person will work effectively and enthusiastically.(David, 2011).

In an effort to pay attention to the welfare of education staff, madrasah heads must pay attention to the mental and spiritual welfare of education staff and have the right strategy to provide awards and rewards for services to education staff by paying attention to the standard needs of education staff and trying to provide better and more attractive compensation.(Edu, 2017).

Based on these opinions, the efforts that have been made by the head of MAN 2 Malang City in empowering educational staff are efforts to carry out their functions and roles as leaders of an educational institution to develop, improve the skills, abilities and knowledge of educational staff in carrying out their duties and achieving success. madrasah in realizing the goals that have been set.

The strategy that has been carried out by the head of MAN 2 Malang City, it can be understood that the head of the madrasah has made a strong effort to empower educational staff, and this means that the efforts that have been made by the head of the madrasah have partly included developing potential or human resources by trying to create a situation and comfortable conditions and good and balanced cooperative relationships with educational staff or related institutions.

CONCLUSION

Based on research results and research discussions related to the leadership of madrasah heads in empowering educational staff at Madrasah Aliyah Negeri 2 Malang City that is: The madrasa head determines the leadership style based on looking at the situation and conditions faced by the madrasa head. This means that the head of the madrasah uses a leadership style adapted to the situation at hand. In empowering educational staff, the head of MAN 2 Blitar City, when acting, always looks at the condition and abilities of his subordinates. The madrasa head also always tries to take a personal and institutional approach and always prioritizes cooperation with his subordinates to achieve common goals. He always fosters a sense of family and unity, and always tries to build enthusiasm and encourage his subordinates to carry out their tasks and to continue developing their academic potential. The madrasa head's strategy as an effort to empower educational staff in MAN 2 Malang City has many strategies that can be carried out by an educational leader to empower educational staff. The Head of MAN 2 Malang City really understands the strategic position he holds, namely as an educator, leader, organizer, innovator, manager and supervisor. These roles are then manifested in efforts to empower educational staff at MAN 2 Malang City, namely: a) the head of the madrasah provides opportunities for educational staff to improve their profession through upgrading, training, seminars and workshops, b) the head of the madrasah provides encouragement and opportunities to the staff education to continue their studies, c) the head of the madrasa pays attention to the planned need for education personnel clearly, d) the head of the madrasa/school provides motivation for the education staff to increase their work productivity, e) pays attention to the welfare of the education staff, f) carries out collaboration with education staff and companies or other institutions in implementing madrasa programs, g) fostering discipline of educational staff.

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